

The Halyard

Charlie's Chatter

What is in a name? Many products that are available to us are known more by their trade name rather than their generic name, such as Kleenex, Band-aid, Reynolds Wrap, Jello, Scotch tape, Xerox, Brillo, Clorox, Windex, Frigidaire, Ziplock, Sharpie, Oreo, Foster Grants, Tylenol, PowerPoint, Word, and Levis to name a few. We all recognize these brand names and the product they represent.

What about your title at school? Are you a librarian, a library media specialist, or a library teacher? For the past several days, a raging discussion has been filling the AASL Forum listserve about name recognition. Voices from across the county have been expressing the need to establish our identity. The sad thing is that there are as many viewpoints as there are respondents.

Teacher-Librarian has been suggested as one of the best names as it seems to capture the essence of what we want others to think of when they think of us.

Of course, Ken Haycock editor of the publication, *Teacher Librarian* has been saying that we should adopt that nomenclature for some time.

What do you think? And why?

As many of you know, I have always said that I was a librarian. But I think I may be leaning to the library teacher claim to fame. After all, librarians are teachers whose subject is learning.

Take care and happy sailing!



<http://www.doe.virginia.gov/VDOE/Technology/OET/library.shtml>

Sailing Into Port

The revised files for the Linking Libraries project were delivered to the webmasters yesterday.

I would like to express my thanks to all who made wonderful suggestions for the changes that were made.

Take note, that the Tracker has changed dramatically. The SOL is no longer in the columns across the top but in column A. Column B is the teacher's

name and column C is the method used to implement the lesson.

The Scope and Sequence files now have the full text of the technology and content SOL, as well as the full text of the National Information Literacy Standard.

As soon as the files are posted, a notification will be on the VEMA listserv.



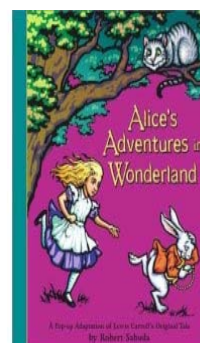
Virginia Department of
Education, Office of
Educational
Technology

September 23, 2005

Banned Book Week

September 24-October 1

*Alice's Adventures
in Wonderland* by
Lewis Carroll was
banned in China in
1931 on the grounds
that "Animals
should not use hu-
man language, and
that it was disas-
trous to put animals
and human beings
on the same level."



Welcome to The Virginia Department of Education Web site

The Virginia Department of Education's web site contains a wealth of information. But like many web pages sometimes it is difficult to navigate if you do not know the organizational structure of the agency. The agency is lead by the Superintendent of Public Instruction, Dr. JoLynn DeMary. Reporting to her is a Deputy Superintendent, Dr. Patricia Wright. There are different divisions within the agency led by Assistant Superintendents. Within each division are offices headed by a director. Each office is composed of specialists who are assigned to provide technical assistance to local school divisions.

Divisions

Assessment and Reporting

Finance

Instruction

Policy and Communications

Special Education and Student Services

Teacher Education and Professional Licensure

Technology and Human Resources



www.doe.virginia.gov

Oh, the places you can go.....

2005 Professional Development Opportunities

<http://www.doe.virginia.gov/VDOE/profdev.html>

School Report Card

<http://www.doe.virginia.gov/VDOE/src/index.shtml>

DOE Public Meeting Calendar

<http://www.doe.virginia.gov/VDOE/meetings.html>

Superintendent's Memos

<http://www.doe.virginia.gov/VDOE/suptsmemos/2005/>

Teacher Education and Licensure

<http://www.doe.virginia.gov/VDOE/newvdoe/teached.html>

Policy and Communication-Standards of Quality/ Accreditation

<http://www.doe.virginia.gov/VDOE/PC/policy.shtml>

DOE Telecasts(including public television stations)

<http://www.doe.virginia.gov/VDOE/Technology/DOEhour/doeindex.html>

DOE Staff and Division Listing

<http://www.doe.virginia.gov/VDOE/dbpubs/doedir/DOE/doe.html>

Google and Ethics

From eSchool News staff and wire service reports

<http://www.eschoolnews.com>

September 22, 2005

In the latest blow to Google Inc.'s Print Library Project, which aims to scan books from major public and academic libraries into its powerful internet search engine, an organization of more than 8,000 authors has accused the company of "massive copyright infringement," saying Google cannot put its books in the public domain for commercial use without permission.

"The authors' works are contained in certain public and university libraries and have not been licensed for com-

mercial use," The Authors Guild Inc. said in a lawsuit filed against Google Sept. 21 in U.S. District Court in Manhattan.

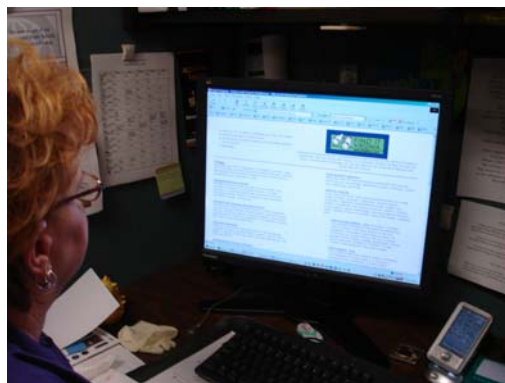
The suit asks the court to block Google from copying the books so the authors would not suffer irreparable harm by being deprived of the right to control reproduction of their works. It seeks class-action status on behalf of anyone or any entity with a copyright to a literary work at the University of Michigan library, one of the participants in Google's project.

More Workshops Are Coming

Plans for providing training opportunities for using the Gale and Thompson databases are underway. Once again, the workshops will be a collaborative activity with the public libraries. There are several advantages to working with our partners in the public library community. We both serve the same patrons and support the school curriculum. In addition, when training is held at the public libraries facilities there are no disruptions for the school's computer labs and parking issues are not a concern.

Please take advantage of these training opportunities as they are announced and make plans to partner with your counterpart at the public library to provide the best resources for your students.

Watch for additional details as they are arranged!



7 Things You Should Know

Blogs, Video Bloggin, Wikis, Podcasting, Clickers, and Social Bookmarking???? What are these and what on earth do they have to do with reading, 'riting and 'rithmetic?

The EDUCAUSE Learning Initiative's (ELI's) "7 Things You Should Know About..." series provides concise information on emerging learning practices and technologies. Each brief focuses on a single practice or technology and describes what it is, how it works, where it is going, and why it matters to teaching and learning.

Use ELI's "7 Things You Should Know About..." briefs for a no-jargon, quick overview, either for yourself or for colleagues who are pressed for time.

EDUCAUSE is a nonprofit association whose

mission is to advance higher education by promoting the intelligent use of information technology.

Check out the website:

http://www.educause.edu/content.asp?page_id=7495&bhcp=1

Learning technology alone does not necessarily advance learning; well-integrated learning practices and technologies often do.

Virginia Readers' Choice, formerly Virginia Young Readers

As state chairman, it is my pleasure to announce a name change, "Virginia Readers' Choice, formerly Virginia Young Readers". This year only we will be adding the "... formerly..." phrase. This year's list is our 25th, and we are celebrating with a new name, and a new logo to be unveiled later this fall. The committee hopes the new name will particularly appeal to the Middle and High School readers, and increase their participation. There will be a few minor changes in voting procedures, and I will keep you informed as they are implemented. The VSRA website has not changed the name, but I hope it will be up to date before the end of the month.

I hope your students will be participating in the third largest student choice award in the country (yes, I am still hoping to beat Texas!).

Ann Voss, Librarian
Newington Forest ES, Springfield



The Benefits of Reading Aloud as a Family

By Barbara Radisavljevic

Research has shown that reading out loud to children is the single most important thing a parent can do to prepare a child for future academic success. Here are some of the benefits of reading books to your children:

- Reading aloud helps to bond the parent and child.
- Reading aloud provides a shared family frame of reference and the material for family "in jokes." We got lots of these when we read the Ralph Moody series together.
- Being read to helps a child to understand the purpose of the printed word.
- Being read to builds a child's vocabulary beyond what he is able to read for himself, and provides the background for a new reader to recognize new words he is decoding because he knows what they mean.
- Being read to helps a young child learn the connection between the written and printed word.
- Being read to entices a child into an exciting world of learning and entertainment.
- Being read to helps a child absorb great amounts of information about the world and how it works, especially if parents lead children into discussing what is read.
- Being read to develops listening skills.
- Reading books aloud gives the family an alternative to the media for entertainment.
- Being read to helps the child develop a taste for excellent literature.

One will only get the maximum good from reading aloud if books are carefully chosen and appropriate for the age and interests of your child.

<http://www.executiveparent.com/preschool/article1140.html>

Raising a Reader

Teachers build skills, but a parent's top job is to nurture a love of books and words.

By Abby Margolis Newman

Some of my fondest childhood memories involve reading: hiding under the covers with a flashlight, reading well past bedtime; draped on the couch reading *Charlie and the Chocolate Factory* while eating a Snickers bar as slowly as possible; the thrill of my first library card. My love for reading had been firmly established before I can even remember — largely due to the encouragement of my parents, who are both voracious readers. When I was around 10, I became obsessed with the *Coffee, Tea or Me?* books about stewardesses (remember, this was circa 1971; the term "flight attendant" wasn't yet used) jetting around the world, having flings on every continent. My mother was horrified, but in principle couldn't bring herself to stop me from reading, even if it was utter trash. What does it mean for a child to be a reader — not just someone who can handle the mechanics of reading but one who craves books like a caffeine addict craves his daily Starbucks? "There is a huge difference between knowing how to read and being an avid reader," says Jim Trelease, author of *The Read-Aloud Handbook*. "We do a good job in schools at teaching kids how to read but we've forgotten to teach them to want to read." So how do we parents turn our children from novice or even struggling readers into kids (and later, adults) who will consistently turn to reading as a source of pleasure? There are several rules of thumb that the experts agree are building blocks to raising enthusiastic readers.

Rule number 1: It all starts with reading aloud. And reading aloud should start from birth, say the experts. "You cannot overestimate the importance of this," says Betsy Rogers, a first- and second-grade teacher in Birmingham who is Alabama's 2003 Teacher of the Year. The more words your child hears from the beginning of her life, Rogers says, the bigger her vocabulary will be — which will pave the way when she learns to read herself. As Trelease points out, "Listening

comprehension comes before reading comprehension."

Many parents make the mistake of no longer reading aloud once their children are able to read to themselves. Trelease argues that you should read aloud to your children well into middle school, using books that are two or three levels above those the kids can read themselves. In other words, if your first-grader is perfectly capable of reading *The Cat in the Hat* by himself, have him read it to you, then read a chapter book to him.

Rule number 2: Have plenty of books in the house.

"Books should be integrated into your family's life every day," says Barbara Genco, president of the Association for Library Services to Children. Keep books in the bathroom, on the bedside table, in the backpack. Get your child a library card as soon as she is old enough, then take weekly or bi-weekly trips to the library. If the thought of frequent trips to Barnes & Noble sounds like a budget-buster, visit a used bookstore. However you choose to stock your house with books, doing so sends a strong message to your children that you value reading, which leads to:

Rule number 3: Model reading for your children by being a reader yourself. Make a point of reading a book or the newspaper while your children are in the room. "A child who never hears or sees a parent reading, but only sees that parent watching TV, will emulate that behavior," says Trelease. Too much TV (according to the American Academy of Pediatrics, more than 10 hours a week) leads to underachievement in school. As your child gets older, look for areas of common interest and read together. If your pre-teen son is an athlete, read the sports section together or get him a subscription to a sports magazine (yes, says Trelease, magazines do count). This, says Genco, "creates a direct connection between what they love to do in life and

We read aloud, we fill the classroom with the voices of our ancestors, our friends, our authors, our poets, our records, our documents, our native peoples, our researchers, our journalists, our ad writers. We story aloud.

— Barton & Booth, 1990

reading."

Rule number 4: Let your kids be in charge of what they read. Allow your kids to select their own books, even if they're too easy, advises Genco. And it's OK if she wants to read junk once in a while, as long as she's reading a variety of things. Parents who try to exert too much control over the content of their kids' reading risk fueling the perception that reading is a chore. Reading for pleasure, the experts agree, should be the ultimate goal. "If you have a struggling reader, and reading results in tears and arguments, don't force it," says Rogers. "Read to her instead."

Another tactic that can be effective for children who are struggling with reading (or just beginning to get the hang of it): giving small rewards. "For these kids, reading is still work," says Trelease, "and the only way to become a better reader is to do it more." For frustrated or new readers, the intrinsic pleasure in reading just isn't there yet, so it's OK to offer extrinsic rewards, such as movie tickets, TV privileges, or even a dollar or two, in exchange for concentrated reading time. Trelease warns parents to keep it simple: "Don't go overboard on the incentives, otherwise the reward becomes the goal and not the reading itself," he advises.

Last year, when my older boys were in first and second grades, they read all the Captain Underpants and Junie B. Jones books. Even though, to my mind, Junie B.'s grammatical errors were like fingernails on a blackboard and the Captain Underpants books were barely a step up from comic books, I bit my tongue — at least they were reading. This school year, they've read all the Harry Potter books and Aaron, my second-grader, is working his way through the entire works of Roald Dahl. The other day, I spotted him slowly eating a Snickers bar while reading *Charlie and the Chocolate Factory*, and I just had to smile.

<http://www.scholastic.com/familymatters/read/all/parentrole.htm>



Logo of the
Just Read, Florida
reading initiative



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We can not control the wind, but we can adjust the sails.

